



VICTORIA POLICE

ORU – Evidence Gathering Teams (EGT) Course Session Plan

Program Name: <i>Public Order Evidence Gathering Team (EGT) Course</i>	
Centre of Learning/Unit (Session Owner): <i>Operations Support Division</i>	Centre of Learning/Unit (Session Deliverer): <i>Operations Response Unit</i>
Session Name: <i>The Briefing Process, Tactical Plan and Giving Advice</i>	
Session Duration: <i>40 mins</i>	Session ID: <i>Session Seventeen</i>
Delivery Location: ☐ Academy ☒ Other (specify): <i>ORU Training Room (Classroom)</i>	
Author Name: <i>David HARDS SC</i>	V or VP Number: <i>vp38887</i>
Aim: To provide learners with the knowledge, skills and understanding of the briefing process and the effect this has on the role of an EG.	
Learning Outcomes: On successful completion of this session, learners should be able to: <i>1. Describe the role of an EG co-ordinator</i> <i>2. Outline the relationship between EGs and Command</i>	
Resources/Equipment: <i>- Classroom</i> <i>- Computer with mainframe access and MS PowerPoint</i> <i>- Overhead Projector and screen</i> <i>- Seating for all learners</i> <i>- Table or chairs with writing pad</i> <i>- Two trainers</i> <i>- Learners in dress of the day</i> <i>- Writing Pad</i> <i>- Tactical plan from recent public order event</i>	
Pre-session Preparation: OHS Inspection of the training facility completed ☒ Yes ☐ No	
Comments: <i>- Risk Assessment in place for the venue and checked</i> <i>- Health and Safety Check of the working area – Suitable for session</i>	

File location:

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Approved: Superintendent OSD



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- All trainers are first aid qualified
- Location of First Aid kits have been identified

For Official Use Only

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OFFICIAL: Sensitive



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Session Name: The Briefing Process			
Delivery Method	Content	Delivery Resources	Time
Face to Face	During Knowledge Checks and De-briefs consideration should be given to utilising open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask questions at relevant times throughout the session. Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen). Introduction Trainers will introduce themselves and the session Maslow - Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc. Gestalt - Route map of session outlining Aim and Objectives. Knowledge Check - to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).		5 mins
	Trainer is conduct a knowledge check at the start of every slide and generate discussion by using open style questioning (5wh) to prompt involvement from		50 mins

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	learners. <u>17.1 TACTICAL PLANS</u> Trainer is to facilitate an external presenter for this session being a suitably trained tactical advisor or tactical commander that can give learners insight into to an example tactical plan developed for a public order event. The emphasis of this discussion should be around the role of the EG for the event. The Tactical Commander should also explain to EGs what the expectations of them are during deployments and should also consider bringing a recent tactical plan to the presentation. Some expectation topics could include: • What information should be provided to management teams • Positioning of EG (Including expected routes and locations of interest) • Ongoing communication between EG and line control. • Importance of clear and concise communications <u>17.2 CASE STUDY</u> During the 'Flag March' demonstration an EG team were approached from members of the Tru Blu Crew (TBC) and asked where Federation Square was. A conversation started between the EG's and TBC members and it was uncovered		
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	the two men were from out of town and very unfamiliar with the City. Some of the TBC were meeting up after the event and these two males were keen to be involved. EGs were approached because two police members were far more approachable than a PSU or part thereof. As a result of this a Police unit were able to conduct a reconnaissance of Federation Square and discovered there was a number of TBC members heading to the area mentioned. Due to receiving this information the management team were able to use minimal resourcing whilst keeping the two opposing groups apart. Trainers should emphasise discussion amongst the learners and trainers on key elements of this case study and what the impact would have been if this deployment was not covered by an EGT. <u>17.3 EG CO-ORDINATOR</u> On larger deployments multiple EGT's may be deployed to the field. To assist with the co-ordination of units an EG co-ordinator should be appointed, This member should be appointed based on knowledge and experience in both EG as well as co-ordinating resources. Once nominated the EG co-ordinator will be responsible for: • Liaising between EGT's		
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	• Delegating EG duties • Liaising with management team • Positioning of EGs • Any breaks if required depending on length of deployment The EG co-ordinator will become the first contact for any issues and be responsible for any required communication.		
	Conclusion The trainer is to conduct a knowledge check with the learners to satisfy themselves all the learning outcomes have been met. Suggested questions could be; - What types of information should be given to command? - What are command looking for from EG's - What is the role of the EG coordinator? THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.		5 mins

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